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Understanding Nationalism

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Understanding Nationalism

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Tour of the Textbook

Welcome to *Understanding Nationalism*. These pages provide you with a guided tour of the textbook. They will help you understand how *Understanding Nationalism* is set up so that you can complete this course successfully.

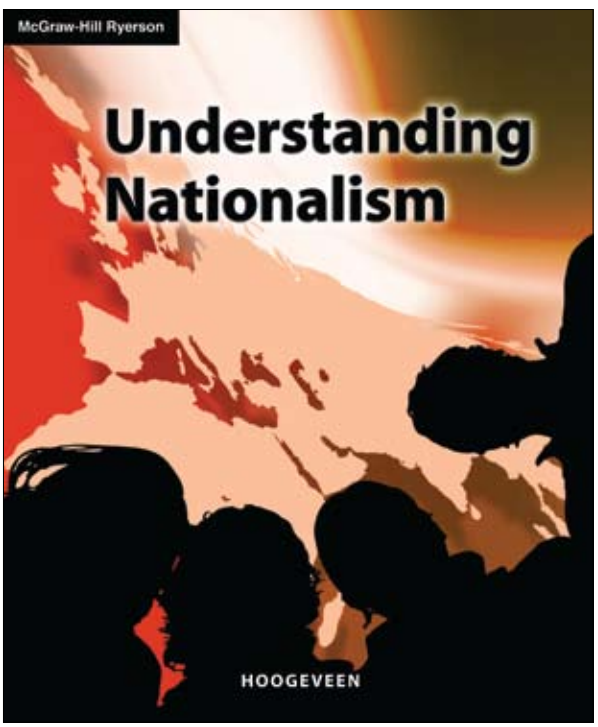
By the time you finish *Understanding Nationalism*, you will be able to respond to the key-issue question for this course: To what extent should we embrace nationalism? As you progress through the book, keep this question in mind. It will help you think about the ideas, points of view, perspectives, and insights you encounter. They will help you develop a response to this question.

Cover

The cover of *Understanding Nationalism* shows four figures against a map that seems to be in motion. This image symbolizes the concepts behind this textbook and social studies course.

Examine the images carefully. Why do you suppose the artist showed four people? Why are these figures presented as silhouettes? Why are the figures shown as if they are on the edge of a circle looking in? Are they looking for their place in the world? Are they moving toward or away from the earth? Is it important to draw a conclusion about what they are doing — or should this be left open to interpretation?

And why do you suppose the artist depicted the map this way? What continents and countries are shown? Why do you suppose this particular perspective was chosen? What does this choice suggest about the content of *Understanding Nationalism*?



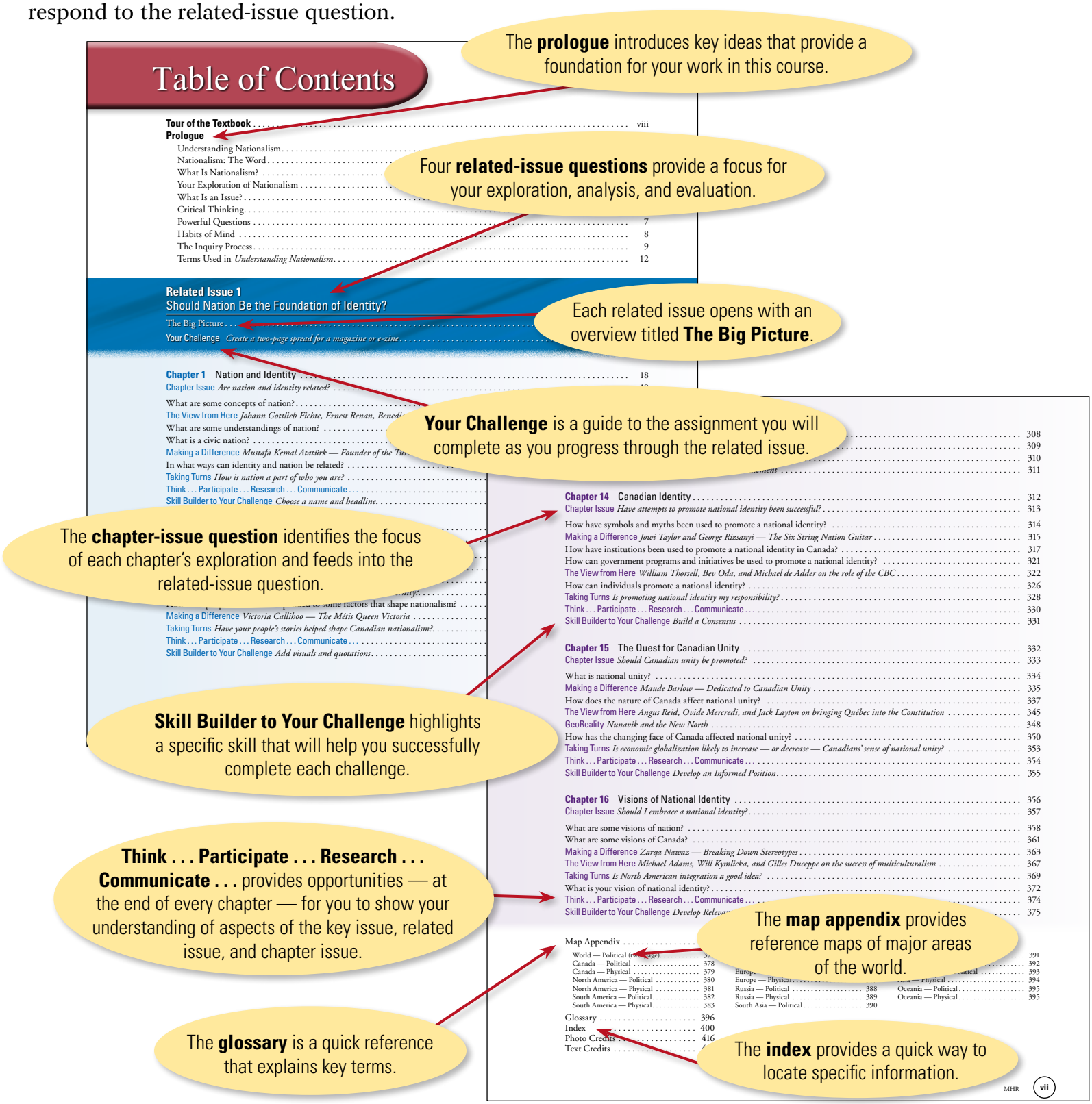
Why might the artist have chosen these particular images for the cover of a textbook that explores nationalism?

The key course-issue question — To what extent should we embrace nationalism? — demands that you explore the concepts of nation and nationalism, as well as the many different identities that "we" may represent. As you do this, you will discover that nationalism is much more than an emotional response to nationalistic symbols, such as a flag or a national anthem. As the cover suggests, nationalism is open to interpretation, but it also suggests that you, and other people, shape this interpretation.

The title, *Understanding Nationalism*, also communicates a message. It says that you are starting an exploration to develop an understanding that will involve many different points of view and perspectives on nationalism. As you progress through this exploration, keep your mind open to new and exciting ideas and be ready to question your understandings of nationalism and its effect on you — and the world.

How This Book Is Organized

The table of contents shows how *Understanding Nationalism* is organized. The book is divided into four related issues. Each related issue includes four chapters. The related-issue question indicates the focus of the four chapters. Each chapter begins with a chapter-issue question. This question flows from and helps you respond to the related-issue question.



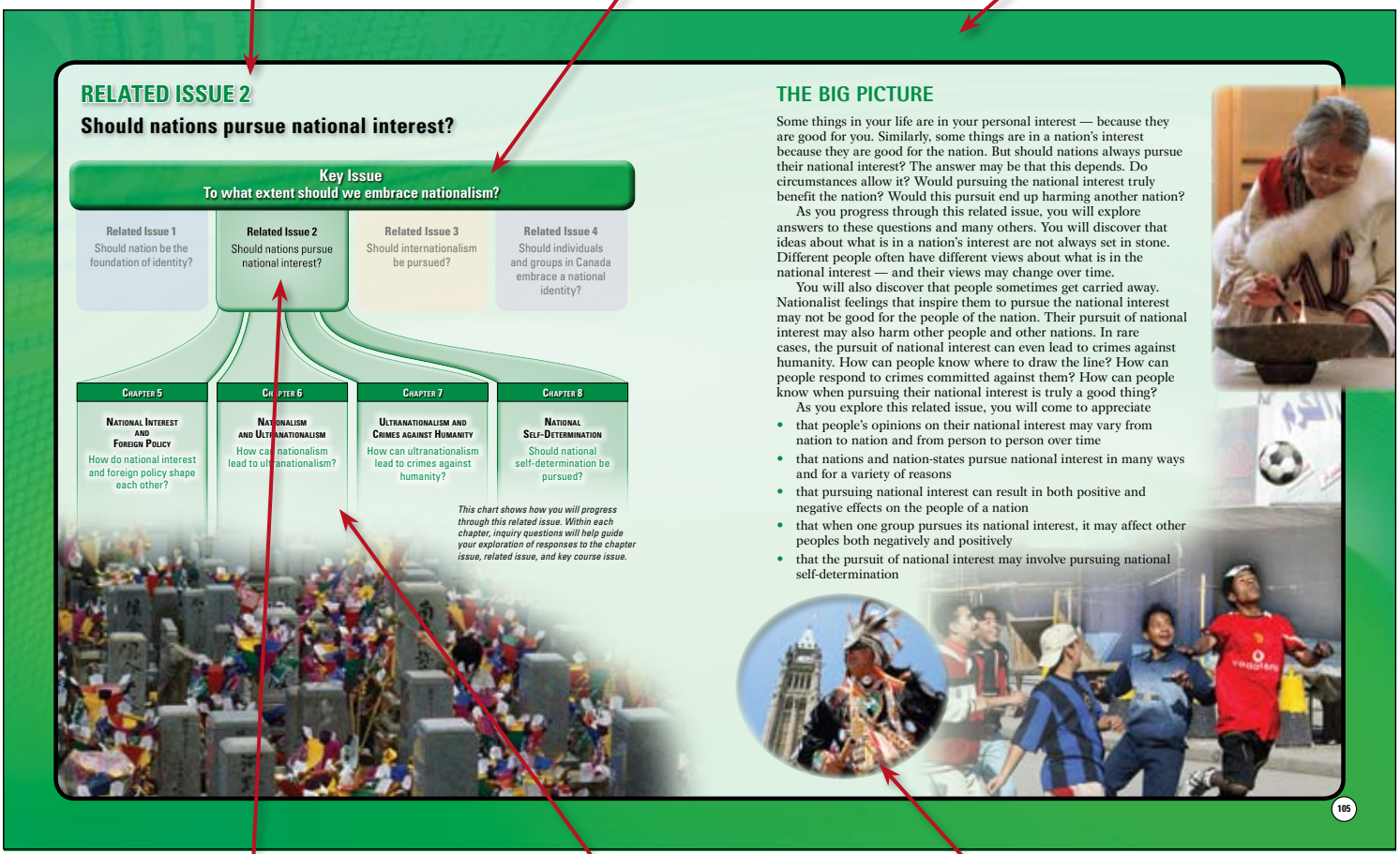
The Big Picture

The Big Picture provides an overview of your exploration of the related issue. Like a trailer for a movie, this opening two-page spread touches on the highlights of the related issue and prepares you for the "feature presentation."

The **related issue number** appears at the top of the page.

The **key issue** reminds you of the overarching issue for the course.

The **colour frame** identifies the related issue throughout the four chapters of the section.



RELATED ISSUE 2

Should nations pursue national interest?

Key Issue
To what extent should we embrace nationalism?

Related Issue 1	Related Issue 2	Related Issue 3	Related Issue 4
Should nation be the foundation of identity?	Should nations pursue national interest?	Should internationalism be pursued?	Should individuals and groups in Canada embrace a national identity?

Chapter 5	Chapter 6	Chapter 7	Chapter 8
National Interest and Foreign Policy	Nationalism and Ultranationalism	Ultranationalism and Crimes against Humanity	National Self-Determination
How do national interest and foreign policy shape each other?	How can nationalism lead to ultranationalism?	How can ultranationalism lead to crimes against humanity?	Should national self-determination be pursued?

This chart shows how you will progress through this related issue. Within each chapter, inquiry questions will help guide your exploration of responses to the chapter issue, related issue, and key course issue.

THE BIG PICTURE

Some things in your life are in your personal interest — because they are good for you. Similarly, some things are in a nation's interest because they are good for the nation. But should nations always pursue their national interest? The answer may be that this depends. Do circumstances allow it? Would pursuing the national interest truly benefit the nation? Would this pursuit end up harming another nation?

As you progress through this related issue, you will explore answers to these questions and many others. You will discover that ideas about what is in a nation's interest are not always set in stone. Different people often have different views about what is in the national interest — and their views may change over time.

You will also discover that people sometimes get carried away. Nationalist feelings that inspire them to pursue the national interest may not be good for the people of the nation. Their pursuit of national interest may also harm other people and other nations. In rare cases, the pursuit of national interest can even lead to crimes against humanity. How can people know where to draw the line? How can people respond to crimes committed against them? How can people know when pursuing their national interest is truly a good thing?

As you explore this related issue, you will come to appreciate

- that people's opinions on their national interest may vary from nation to nation and from person to person over time
- that nations and nation-states pursue national interest in many ways and for a variety of reasons
- that pursuing national interest can result in both positive and negative effects on the people of a nation
- that when one group pursues its national interest, it may affect other peoples both negatively and positively
- that the pursuit of national interest may involve pursuing national self-determination

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The **related issue** provides the focus for the following four chapters.

The **organization chart** maps the structure of the entire related issue.

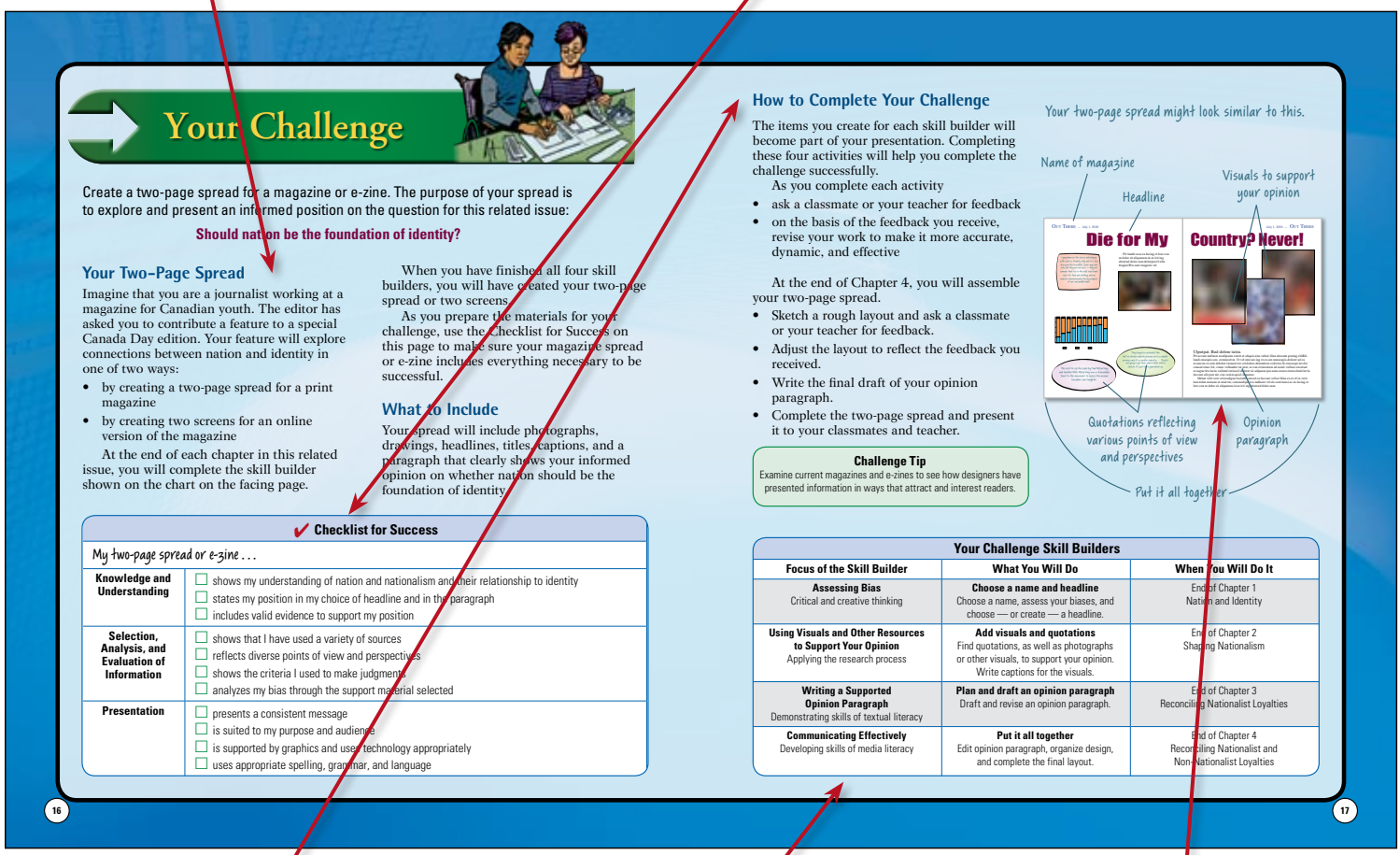
Visuals provide clues about what will be covered in the related issue.

Your Challenge

Each related issue presents a challenge. The challenge appears at the beginning of the related issue so you know — ahead of time — what assignment you may be required to complete. This helps you think about, develop, and prepare the ideas and materials you will need to successfully complete the challenge.

Specific instructions explain what the challenge involves.

Checklist for Success is a quick review of how various elements of your challenge may be evaluated. This checklist is based on the evaluation rubric and provides a self-assessment tool to help you complete the challenge successfully.



Your Challenge

Create a two-page spread for a magazine or e-zine. The purpose of your spread is to explore and present an informed position on the question for this related issue:

Should nation be the foundation of identity?

Your Two-Page Spread

Imagine that you are a journalist working at a magazine for Canadian youth. The editor has asked you to contribute a feature to a special Canada Day edition. Your feature will explore connections between nation and identity in one of two ways:

- by creating a two-page spread for a print magazine
- by creating two screens for an online version of the magazine

At the end of each chapter in this related issue, you will complete the skill builder shown on the chart on the facing page.

When you have finished all four skill builders, you will have created your two-page spread or two screens.

As you prepare the materials for your challenge, use the Checklist for Success on this page to make sure your magazine spread or e-zine includes everything necessary to be successful.

What to Include

Your spread will include photographs, drawings, headlines, titles, captions, and a paragraph that clearly shows your informed opinion on whether nation should be the foundation of identity.

✔ Checklist for Success

My two-page spread or e-zine . . .

Knowledge and Understanding	☐ shows my understanding of nation and nationalism and their relationship to identity ☐ states my position in my choice of headline and in the paragraph ☐ includes valid evidence to support my position
Selection, Analysis, and Evaluation of Information	☐ shows that I have used a variety of sources ☐ reflects diverse points of view and perspectives ☐ shows the criteria I used to make judgments ☐ analyzes my bias through the support material selected
Presentation	☐ presents a consistent message ☐ is suited to my purpose and audience ☐ is supported by graphics and uses technology appropriately ☐ uses appropriate spelling, grammar, and language

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How to Complete Your Challenge

The items you create for each skill builder will become part of your presentation. Completing these four activities will help you complete the challenge successfully.

As you complete each activity

- ask a classmate or your teacher for feedback
- on the basis of the feedback you receive, revise your work to make it more accurate, dynamic, and effective

At the end of Chapter 4, you will assemble your two-page spread.

- Sketch a rough layout and ask a classmate or your teacher for feedback.
- Adjust the layout to reflect the feedback you received.
- Write the final draft of your opinion paragraph.
- Complete the two-page spread and present it to your classmates and teacher.

Challenge Tip
Examine current magazines and e-zines to see how designers have presented information in ways that attract and interest readers.

Your two-page spread might look similar to this.

Name of magazine
Headline
Visuals to support your opinion
Die for My
Country? Never!
Quotations reflecting various points of view and perspectives
Opinion paragraph
Put it all together

Your Challenge Skill Builders

Focus of the Skill Builder	What You Will Do	When You Will Do It
Assessing Bias Critical and creative thinking	**Choose a name and headline** Choose a name, assess your biases, and choose — or create — a headline.	End of Chapter 1 Nation and Identity
Using Visuals and Other Resources to Support Your Opinion Applying the research process	**Add visuals and quotations** Find quotations, as well as photographs or other visuals, to support your opinion. Write captions for the visuals.	End of Chapter 2 Shaping Nationalism
Writing a Supported Opinion Paragraph Demonstrating skills of textual literacy	**Plan and draft an opinion paragraph** Draft and revise an opinion paragraph.	End of Chapter 3 Reconciling Nationalist Loyalties
Communicating Effectively Developing skills of media literacy	**Put it all together** Edit opinion paragraph, organize design, and complete the final layout.	End of Chapter 4 Reconciling Nationalist and Non-Nationalist Loyalties

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Specific instructions explain how you will organize, develop, and complete the challenge.

A **chart** sets out the skill builder that concludes each chapter and summarizes its focus, as well as what you will do and when you will do it.

An **illustration** provides an organizer or an example of part of the challenge to help you organize your work or envision what your completed challenge might look like.

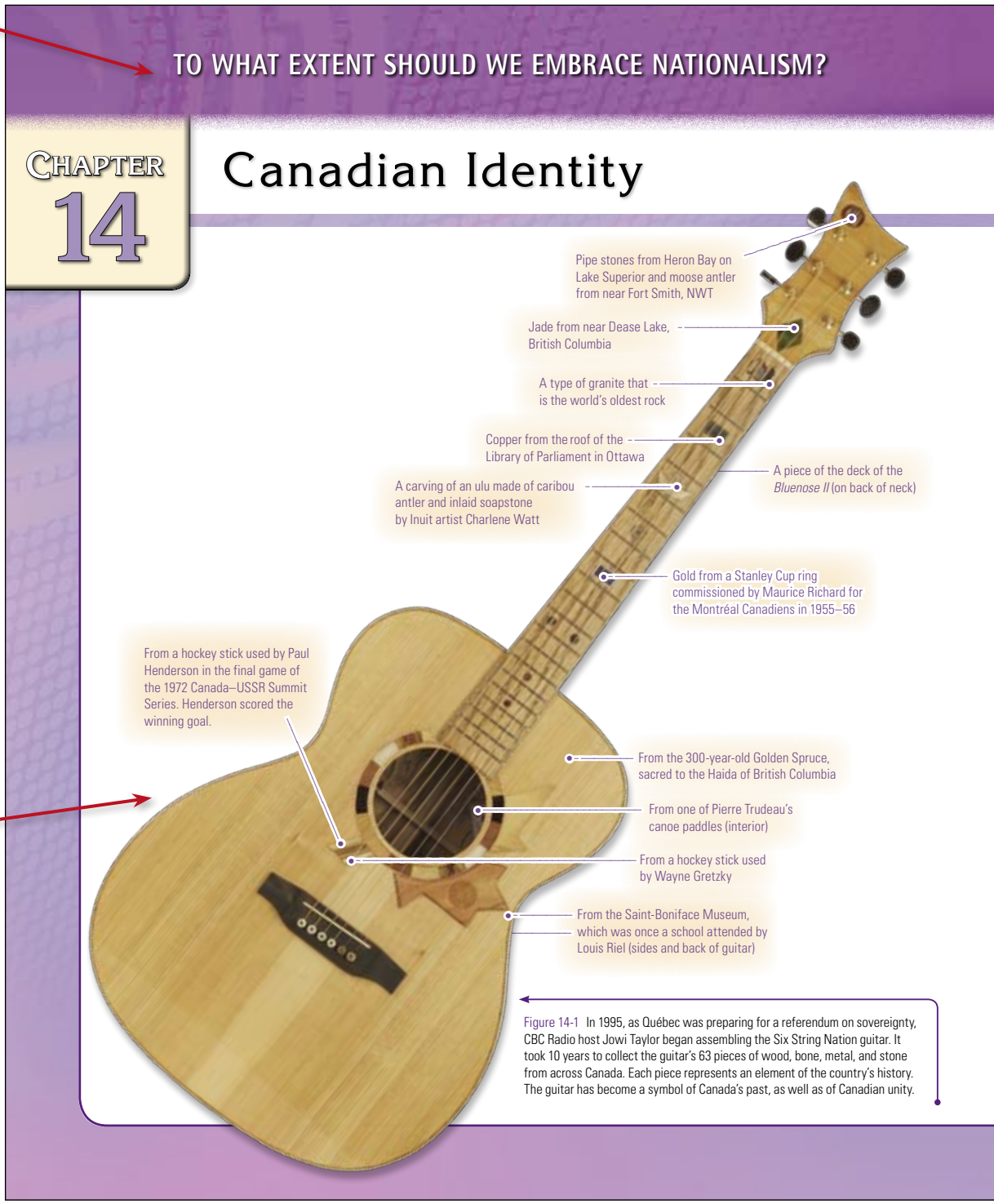
Chapter Openers

Every chapter opens with a two-page spread. On the left page is a visual or collage of visuals designed to provide insight into the related and chapter issues, as well as to spark thought and discussion.

The **key course issue** is always identified at the top of the page.

The **chapter number and title** appear below the colour bar.

The **visual** provides a point of view or perspective on the related and chapter issues.



The **chapter issue** is presented at the top of the page. This is the focus of the chapter.

An **introduction** provides insight into the visuals.

CHAPTER ISSUE

Have attempts to promote national identity been successful?

When CBC Radio host Jowi Taylor started the Six String Nation guitar project, his goal was to portray and promote Canada's national identity. To do this, he collected elements that he believes represent what it is to be Canadian and what it means to be part of Canada.

Since then, thousands of people have been photographed holding the guitar at festivals, concerts, schools, and other events. And in February 2008, the instrument received its official nickname — Voyageur.

Examine the photographs on the previous page, then respond to the following questions:

- A voyageur was someone who travelled far and wide by canoe to deliver furs, supplies, and news in the early days of Canada. Why might the nickname "Voyageur" have been chosen for the guitar?
- Does the guitar reflect Canada's diversity? Are there any pieces you do not recognize?
- Would a Canadian recognize the guitar's elements as symbols of Canada? Would a non-Canadian?
- If you were choosing pieces for the guitar, what would you pick?

KEY TERMS

institution

Key Terms alert you to vocabulary that is important to understanding concepts. These terms are explained in the chapter and in the glossary.

Questions guide you to think about the visual and explore its connections to the chapter and related issues.

Looking Ahead

In this chapter, you will explore whether attempts to promote national identity have been successful. You will do this by developing responses to the following questions:

- How have symbols and myths been used to promote a national identity?
- How have institutions been used to promote a national identity?
- How can government programs and initiatives be used to promote a national identity?
- How can individuals promote a national identity?

Looking Ahead sets out the inquiry questions that form the focus of the explorations in the chapter. These questions are repeated as the main headings in the chapter.

My Journal on Nationalism

What does national identity mean to you? Do you think a Canadian national identity should be promoted? If so, how? If not, why not? Use words or images — or both — to express your ideas. Date your ideas and keep them in your journal, notebook, learning log, or computer file so that you can return to them as you progress through this course.

My Journal on Nationalism encourages you to rethink, re-evaluate, and reshape your evolving understandings of nationalism.

Special Features

The special features present information, data, ideas, and issues in different ways.

VOICES

To the Canadian government . . . I was Annie E7-121 . . . E stood for east and W stood for west. We were given a small disc looped on a sturdy string, brown with black lettering. I only learned about last names when I went to school in Toronto in the early 1960s. My foster parents let me use their family name, so in Toronto I went by Annie Cotterill — E7-121 was not a very attractive name for a young girl!

— Ann Meekitjuk Hanson, journalist, broadcaster, and commissioner of Nunavut, 1999

Voices
A quotation that provides an idea or an alternative point of view or perspective.

Web Connection

To find out more about the causes and effects of the French Revolution, go to this web site and follow the links.

www.UnderstandingNationalism.ca

Web Connection
The web address in this feature takes you to a central site that provides connections to help expand your research into and exploration of an issue.

FYI

Governments use royal commissions to deal with complicated national issues. A royal commission is an independent public inquiry. Commissions hear what the people involved have to say and then recommend ways of resolving the problem. Governments may or may not follow a commission's recommendations.

FYI
These are interesting facts and ideas that enhance your understanding of the issues. This feature often provides a broader context for exploring the issues.

CheckForward >>>

You will read more about Québécois, as well as Aboriginal peoples, and the idea of nation in Chapters 8, 13, and 16.

<<< CheckBack

You read about Victoria Callihoo and her history of the Métis people in Chapter 2.

CheckForward and **CheckBack**
These icons appear at various points. They direct you to chapters where the ideas you are reading about are explored further.

At the same time, many people . . .

Activity Icon
Quick activities designed to help you think about and explore the issues you are reading about.

Recall . . . Reflect . . . Respond

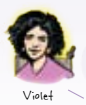
1. Choose three institutions described in this section. What perspective does each present? What aspect of national identity does each promote?
2. Prepare two questions you would like to ask each institution so you can find out more about its vision of Canadian national identity. You may wish, for example, to more fully understand what the vision is, how it was decided on, or how it has changed through the years.
3. Choose one institutions and write an e-mail message asking your questions and explaining why you are asking them.

Recall . . . Reflect . . . Respond
These activities conclude each inquiry section. They encourage you to reflect on aspects of the related issue, the chapter issue, and the inquiry question. They provide opportunities to assess your understanding and review ideas from various points of view and perspectives.

Taking Turns

Is promoting national identity my responsibility?

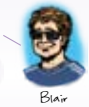
The students responding to this question are Violet, who is a member of the Paddle Prairie Métis Settlement; Blair, who lives in Edmonton and whose heritage is Ukrainian, Scottish, and German; and Jane, who lives in Calgary and is descended from black Loyalists who fled to Nova Scotia after the American Revolution.



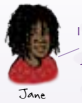
Violet

I don't need to advertise that I'm Canadian. Flag stickers? Not my thing. Don't get me wrong — I'm glad I'm Canadian. But I think of myself more as Métis. That's what I tell people when they ask. I think people should promote what makes them special. By showing that you're Métis or Inuit or Québécois, you do two things — you promote your own culture, but you also promote Canada's diverse identity.

I definitely think it's my responsibility to promote my identity as a Canadian. I have a Team Canada hockey sweater that I wear a lot. When I wear it, I feel more connected to other Canadians. People smile at me — we have something in common. I also love Canada Day! Every July 1, I go down to the park to watch fireworks. This country could use more Canadian spirit. We're all Canadian — let's be proud of it!



Blair



Jane

I do think I'm responsible for promoting a national identity. But I don't buy into all this patriotic symbolism. Most of our symbols are so yesterday. I say let's throw out those old myths and create new myths about Canadians today. I'm interested in people's real experiences — that's what makes you who you are. If we started focusing on the present instead of the past, we could create a whole new set of symbols and myths — a whole new "us."

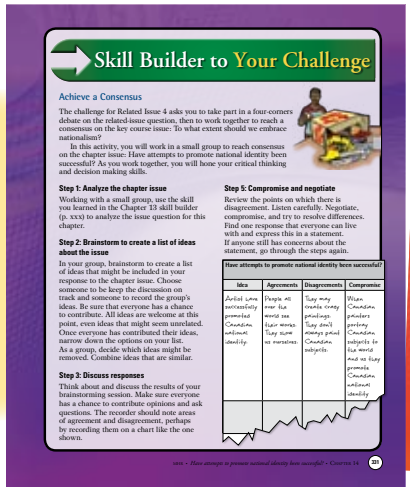
Your Turn

How would you respond to the question Violet, Blair, and Jane are answering? Have you ever done something to promote your Canadian identity? What would you consider doing in the future? Explain your responses.

Taking Turns
In every chapter, three students respond to a question suggested by the focus of the chapter. "Your Turn" invites your response to the same question.

Skill Builder to Your Challenge

Highlights a specific skill at the end of every chapter. Honing these skills will help you achieve success in this course, in other educational programs, and in many aspects of life. Completing the four skill builders in each related issue will help you successfully complete the challenge.


Skill Builder to Your Challenge

Achieve a Consensus

The challenge for Related Issue 4 asks you to take part in a four-corners debate on the related-issue question, then to work together to reach a consensus on the key course issue: To what extent should we embrace nationalism?

In this activity, you will work in a small group to reach consensus on the chapter issue: Have attempts to promote national identity been successful? As you work together, you will hone your critical thinking and decision making skills.

Step 1: Analyze the chapter issue

Working with a small group, use the skill you learned in the Chapter 13 skill builder (p. xxx) to analyze the issue question for this chapter.

Step 2: Brainstorm to create a list of ideas about the issue

In your group, brainstorm to create a list of ideas that might be included in your response to the chapter issue. Choose someone to be keep the discussion on track and someone to record the group's ideas. Be sure that everyone has a chance to contribute. All ideas are welcome at this point, even ideas that might seem unrealized. Once everyone has contributed their ideas, narrow down the options on your list. As a group, decide which ideas might be removed. Combine ideas that are similar.

Step 3: Discuss responses

Think about and discuss the results of your brainstorming session. Make sure everyone has a chance to contribute opinions and ask questions. The recorder should note areas of agreement and disagreement, perhaps by recording them on a chart like the one shown.

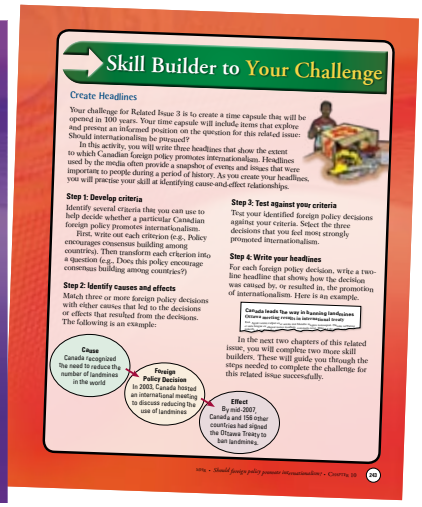
Step 5: Compromise and negotiate

Review the points on which there is disagreement. Listen carefully. Negotiate, compromise, and try to resolve differences. Find one response that everyone can live with and express this in a statement. If anyone still has concerns about the statement, go through the steps again.

Have attempts to promote national identity been successful?

Idea	Agreements	Disagreements	Compromise
Artist Lina successfully promoted Canadian national identity.	People all over the world see Lina's works. Lina's work is awesome.	Lina may create crazy paintings. Lina don't always paint Canadian subjects.	When Canadian painters portray Canadian subjects to the world and as they promote Canadian national identity

xxx • Have attempts to promote national identity been successful? • Course 14 33


Skill Builder to Your Challenge

Create Headlines

Your challenge for Related Issue 3 is to create a time capsule that will be opened in 100 years. Your time capsule will include items that explore and present an informed position on the question for this related issue: Should internationalism be pursued?

In this activity, you will write three headlines that show the extent to which Canadian foreign policy promotes internationalism. Headlines used by the media often provide a snapshot of events and issues that were important to people during a period of history. As you create your headlines, you will practise your skill at identifying cause-and-effect relationships.

Step 1: Develop criteria

Identify several criteria that you can use to help decide whether a particular Canadian foreign policy promotes internationalism.

First, write out each criterion (e.g., Policy encourages consensus building among countries). Then transform each criterion into a question (e.g., Does this policy encourage consensus building among countries?)

Step 2: Identify causes and effects

Match three or more foreign policy decisions with either causes that led to the decisions or effects that resulted from the decisions. The following is an example:

Cause: Canada recognized the need to reduce the number of landmines in the world.

Foreign Policy Decision: In 2003, Canada hosted an international meeting to discuss reducing the use of landmines.

Effect: By mid-2007 Canada and 156 other countries had signed the Ottawa Treaty to ban landmines.

Step 3: Test against your criteria

Test your identified foreign policy decisions against your criteria. Select the three decisions that you feel most strongly promoted internationalism.

Step 4: Write your headlines

For each foreign policy decision, write a two-line headline that shows how the decision was caused by, or resulted in, the promotion of internationalism. Here is an example:

Canada leads the way in banning landmines
Citizens meeting results in international treaty

In the next two chapters of this related issue, you will complete two more skill builders. These will guide you through the steps needed to complete the challenge for this related issue successfully.

xxx • Should foreign policy promote internationalism? • Course 16 35

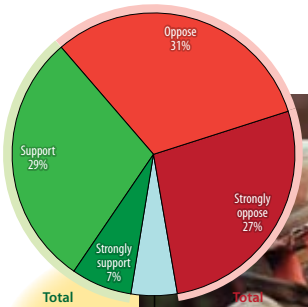
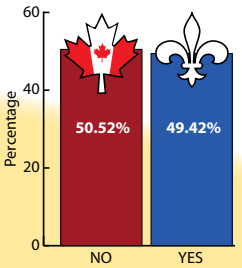


Figure 3-21 This famous photograph is one of the most enduring images of the Oka crisis. It shows Canadian soldier Patrick Cloutier nose to nose with masked protester Brad Larocque. What ideas make this picture so powerful? What contending loyalties are displayed?

Photographs, charts, graphs, and other visuals

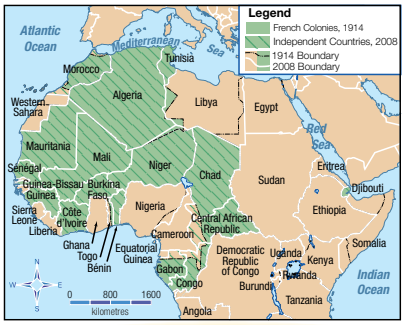
These visuals support your learning and provide context for the material being studied. The photo captions often include challenging questions designed to stimulate thought and reflection.



Many Francophones from countries such as Haiti, Lebanon, and Vietnam have immigrated to Québec. Can these immigrants be called Québécois?

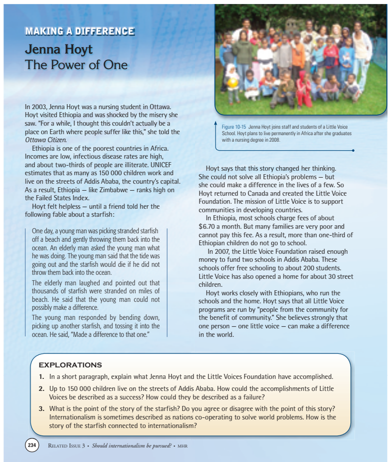
Up for Discussion

Questions in the margin are designed to provoke thought and discussion by challenging an aspect of the narrative and encouraging you to examine the way you view issues.



Maps

Show where events happened, provide information in a graphic format, and expand the meaning and context of the ideas and issues you are exploring. A reference often guides you to a larger map of the area in the map appendix.


MAKING A DIFFERENCE

Jenna Hoyt
The Power of One

In 2003, Jenna Hoyt was a nursing student in Ottawa. Hoyt visited Ethiopia and was shocked by the misery she saw. "For a while, I thought this couldn't actually be a place on Earth where people suffer like this," she told the *Ottawa Citizen.*

Ethiopia is one of the poorest countries in Africa. Incomes are low, infectious disease rates are high, and about two-thirds of people are illiterate. UNICEF estimates that as many as 150 000 children work and live on the streets of Addis Ababa, the country's capital. As a result, Ethiopia — like Zimbabwe — ranks high on the Failed States Index.

Hoyt felt helpless — until a friend told her the following fable about a starfish:

> One day, a young man was picking stranded starfish off a beach and gently throwing them back into the ocean. An elderly man asked the young man what he was doing. The young man said that the tide was going out and the starfish would die if he did not throw them back into the ocean.
>
> The elderly man laughed and pointed out that thousands of starfish were stranded on miles of beach. He said that the young man could not possibly make a difference.
>
> The young man responded by bending down, picking up another starfish, and tossing it into the ocean. He said, "Made a difference to that one."

Figure 10-15 Jenna Hoyt joins staff and students of a Little Voice School. Hoyt plans to live permanently in Africa after she graduates with a nursing degree in 2008.

Hoyt says that this story changed her thinking. She could not solve all Ethiopia's problems — but she could make a difference in the lives of a few. So Hoyt returned to Canada and created the Little Voice Foundation. The mission of Little Voice is to support communities in developing countries.

In Ethiopia, most schools charge fees of about $6.70 a month. But many families are very poor and cannot pay this fee. As a result, more than one-third of Ethiopian children do not go to school.

In 2007, the Little Voice Foundation raised enough money to fund two schools in Addis Ababa. These schools offer free schooling to about 200 students. Little Voice has also opened a home for about 30 street children.

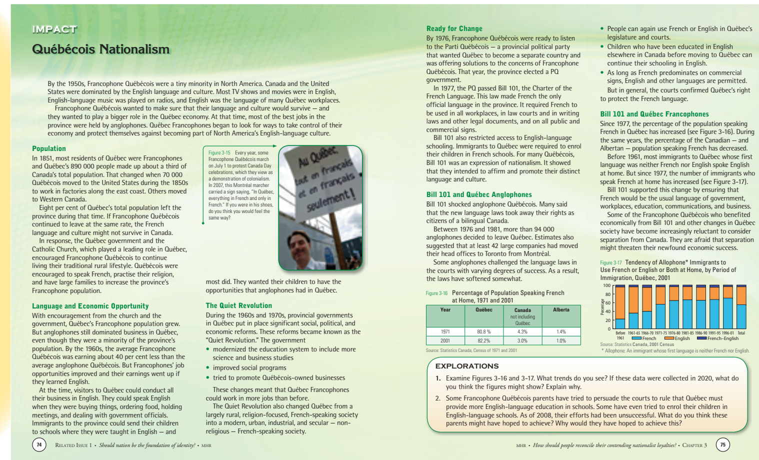
Hoyt works closely with Ethiopians, who run the schools and the home. Hoyt says that all Little Voice programs are run by "people from the community for the benefit of community." She believes strongly that one person — one little voice — can make a difference in the world.

EXPLORATIONS
1. In a short paragraph, explain what Jenna Hoyt and the Little Voices Foundation have accomplished.
2. Up to 150 000 children live on the streets of Addis Ababa. How could the accomplishments of Little Voices be described as a success? How could they be described as a failure?
3. What is the point of the story of the starfish? Do you agree or disagree with the point of this story? Internationalism is sometimes described as nations co-operating to solve world problems. How is the story of the starfish connected to internationalism?

234 Related Issue 3 • *Should internationalism be pursued?* • MHR

Making a Difference
Presents a brief, highly focused examination of an individual or organization whose contributions have shaped — or been shaped by — an issue. This feature often shows how one person can bring about change.

Impact
Focuses on a specific aspect of an issue. These features highlight how a group, place, person, or event has shaped — and been shaped by — the issue and encourage you to think critically about issues.


IMPACT

Québécois Nationalism

By the 1950s, Francophone Québécois were a tiny minority in North America. Canada and the United States were dominated by the English language and culture. Most TV shows and movies were in English, English-language music was played on radios, and English was the language of many Québec workplaces.

Francophone Québécois wanted to make sure that their language and culture would survive — and they wanted to play a bigger role in the Québec economy. At that time, most of the best jobs in the province were held by anglophones. Québec Francophones began to look for ways to take control of their economy and protect themselves against becoming part of North America's English-language culture.

Population
In 1851, most residents of Québec were Francophones and Québec's 890 000 people made up about a third of Canada's total population. That changed when 70 000 Québécois moved to the United States during the 1850s to work in factories along the east coast. Others moved to Western Canada.

Eight per cent of Québec's total population left the province during that time. If Francophone Québécois continued to leave at the same rate, the French language and culture might not survive in Canada.

In response, the Québec government and the Catholic Church, which played a leading role in Québec, encouraged Francophone Québécois to continue living their traditional rural lifestyle. Québécois were encouraged to speak French, practise their religion, and have large families to increase the province's Francophone population.

Figure 3-15 Every year, some Francophone Québécois march on July 1 to protest Canada Day celebrations, which they view as a demonstration of colonialism. In 2007, this Montréal marcher carried a sign saying, "In Québec, everything in French and only in French." If you were in his shoes, do you think you would feel the same way?

Language and Economic Opportunity
With encouragement from the church and the government, Québec's Francophone population grew. But anglophones still dominated business in Québec, even though they were a minority of the province's population. By the 1960s, the average Francophone Québécois was earning about 40 per cent less than the average anglophone Québécois. But Francophones' job opportunities improved and their earnings went up if they learned English.

At the time, visitors to Québec could conduct all their business in English. They could speak English when they were buying things, ordering food, holding meetings, and dealing with government officials. Immigrants to the province could send their children to schools where they were taught in English — and most did. They wanted their children to have the opportunities that anglophones had in Québec.

The Quiet Revolution
During the 1960s and 1970s, provincial governments in Québec put in place significant social, political, and economic reforms. These reforms became known as the "Quiet Revolution." The government
- modernized the education system to include more science and business studies
- improved social programs
- tried to promote Québécois-owned businesses

These changes meant that Québec Francophones could work in more jobs than before.

The Quiet Revolution also changed Québec from a largely rural, religion-focused, French-speaking society into a modern, urban, industrial, and secular — non-religious — French-speaking society.

Ready for Change
By 1976, Francophone Québécois were ready to listen to the Parti Québécois — a provincial political party that wanted Québec to become a separate country and was offering solutions to the concerns of Francophone Québécois. That year, the province elected a PQ government.

In 1977, the PQ passed Bill 101, the Charter of the French Language. This law made French the only official language in the province. It required French to be used in all workplaces, in law courts and in writing laws and other legal documents, and on all public and commercial signs.

Bill 101 also restricted access to English-language schooling. Immigrants to Québec were required to enrol their children in French schools. For many Québécois, Bill 101 was an expression of nationalism. It showed that they intended to affirm and promote their distinct language and culture.

Bill 101 and Québec Anglophones
Bill 101 shocked anglophone Québécois. Many said that the new language laws took away their rights as citizens of a bilingual Canada.

Between 1976 and 1981, more than 94 000 anglophones decided to leave Québec. Estimates also suggested that at least 42 large companies had moved their head offices to Toronto from Montréal.

Some anglophones challenged the language laws in the courts with varying degrees of success. As a result, the laws have softened somewhat.

Figure 3-16 Percentage of Population Speaking French at Home, 1971 and 2001

Year	Québec	Canada not including Québec	Alberta
1971	80.8 %	4.3%	1.4%
2001	82.2%	3.0%	1.0%

Source: Statistics Canada, Census of 1971 and 2001

- People can again use French or English in Québec's legislature and courts.
- Children who have been educated in English elsewhere in Canada before moving to Québec can continue their schooling in English.
- As long as French predominates on commercial signs, English and other languages are permitted.

But in general, the courts confirmed Québec's right to protect the French language.

Bill 101 and Québec Francophones
Since 1977, the percentage of the population speaking French in Québec has increased (see Figure 3-16). During the same years, the percentage of the Canadian — and Albertan — population speaking French has decreased.

Before 1961, most immigrants to Québec whose first language was neither French nor English spoke English at home. But since 1977, the number of immigrants who speak French at home has increased (see Figure 3-17).

Bill 101 supported this change by ensuring that French would be the usual language of government, workplaces, education, communications, and business.

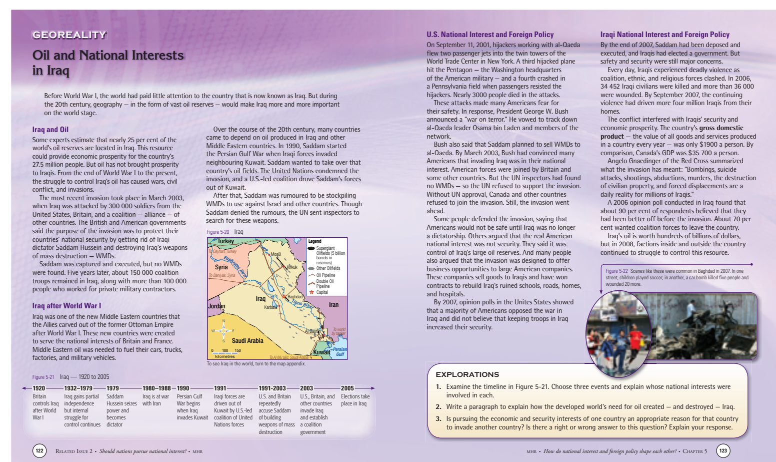
Some of the Francophone Québécois who benefited economically from Bill 101 and other changes in Québec society have become increasingly reluctant to consider separation from Canada. They are afraid that separation might threaten their newfound economic success.

Figure 3-17 Tendency of Allophone* Immigrants to Use French or English or Both at Home, by Period of Immigration, Québec, 2001
Source: Statistics Canada, 2001 Census
* Allophone: An immigrant whose first language is neither French nor English.

EXPLORATIONS
1. Examine Figures 3-16 and 3-17. What trends do you see? If these data were collected in 2020, what do you think the figures might show? Explain why.
2. Some Francophone Québécois parents have tried to persuade the courts to rule that Québec must provide more English-language education in schools. Some have even tried to enrol their children in English-language schools. As of 2008, their efforts had been unsuccessful. What do you think these parents might have hoped to achieve? Why would they have hoped to achieve this?

74 Related Issue 1 • *Should nation be the foundation of identity?* • MHR

MHR • *How should people reconcile their contending nationalist loyalties?* • Chapter 3 75


GEOREALITY

Oil and National Interests in Iraq

Before World War I, the world had paid little attention to the country that is now known as Iraq. But during the 20th century, geography — in the form of vast oil reserves — would make Iraq more and more important on the world stage.

Iraq and Oil
Some experts estimate that nearly 25 per cent of the world's oil reserves are located in Iraq. This resource could provide economic prosperity for the country's 27.5 million people. But oil has not brought prosperity to Iraqis. From the end of World War I to the present, the struggle to control Iraq's oil has caused wars, civil conflict, and invasions.

The most recent invasion took place in March 2003, when Iraq was attacked by 300 000 soldiers from the United States, Britain, and a coalition — alliance — of other countries. The British and American governments said the purpose of the invasion was to protect their countries' national security by getting rid of Iraqi dictator Saddam Hussein and destroying Iraq's weapons of mass destruction — WMDs.

Saddam was captured and executed, but no WMDs were found. Five years later, about 150 000 coalition troops remained in Iraq, along with more than 100 000 people who worked for private military contractors.

Iraq after World War I
Iraq was one of the new Middle Eastern countries that the Allies carved out of the former Ottoman Empire after World War I. These new countries were created to serve the national interests of Britain and France. Middle Eastern oil was needed to fuel their cars, trucks, factories, and military vehicles.

Over the course of the 20th century, many countries came to depend on oil produced in Iraq and other Middle Eastern countries. In 1990, Saddam started the Persian Gulf War when Iraqi forces invaded neighbouring Kuwait. Saddam wanted to take over that country's oil fields. The United Nations condemned the invasion, and a U.S.-led coalition drove Saddam's forces out of Kuwait.

After that, Saddam was rumoured to be stockpiling WMDs to use against Israel and other countries. Though Saddam denied the rumours, the UN sent inspectors to search for these weapons.

Figure 5-20 Iraq
To see Iraq in the world, turn to the map appendix.

Figure 5-21 Iraq — 1920 to 2005
1920 Britain controls Iraq after World War I — 1932–1979 Iraq gains partial independence but internal struggle for control continues — 1979 Saddam Hussein seizes power and becomes dictator — 1980–1988 Iraq is at war with Iran — 1990 Persian Gulf War begins when Iraq invades Kuwait — 1991 Iraqi forces are driven out of Kuwait by U.S.-led coalition of United Nations forces — 1991-2003 U.S. and Britain repeatedly accuse Saddam of building weapons of mass destruction — 2003 U.S., Britain, and other countries invade Iraq and establish a coalition government — 2005 Elections take place in Iraq

U.S. National Interest and Foreign Policy
On September 11, 2001, hijackers working with al-Qaeda flew two passenger jets into the twin towers of the World Trade Center in New York. A third hijacked plane hit the Pentagon — the Washington headquarters of the American military — and a fourth crashed in a Pennsylvania field when passengers resisted the hijackers. Nearly 3000 people died in the attacks.

These attacks made many Americans fear for their safety. In response, President George W. Bush announced a "war on terror." He vowed to track down al-Qaeda leader Osama bin Laden and members of the network.

Bush also said that Saddam planned to sell WMDs to al-Qaeda. By March 2003, Bush had convinced many Americans that invading Iraq was in their national interest. American forces were joined by Britain and some other countries. But the UN inspectors had found no WMDs — so the UN refused to support the invasion. Without UN approval, Canada and other countries refused to join the invasion. Still, the invasion went ahead.

Some people defended the invasion, saying that Americans would not be safe until Iraq was no longer a dictatorship. Others argued that the real American national interest was not security. They said it was control of Iraq's large oil reserves. And many people also argued that the invasion was designed to offer business opportunities to large American companies. These companies sell goods to Iraqis and have won contracts to rebuild Iraq's ruined schools, roads, homes, and hospitals.

By 2007, opinion polls in the Unites States showed that a majority of Americans opposed the war in Iraq and did not believe that keeping troops in Iraq increased their security.

Iraqi National Interest and Foreign Policy
By the end of 2007, Saddam had been deposed and executed, and Iraqis had elected a government. But safety and security were still major concerns.

Every day, Iraqis experienced deadly violence as coalition, ethnic, and religious forces clashed. In 2006, 34 452 Iraqi civilians were killed and more than 36 000 were wounded. By September 2007, the continuing violence had driven more four million Iraqis from their homes.

The conflict interfered with Iraqis' security and economic prosperity. The country's **gross domestic product** — the value of all goods and services produced in a country every year — was only $1900 a person. By comparison, Canada's GDP was $35 700 a person.

Angelo Gnaedinger of the Red Cross summarized what the invasion has meant: "Bombings, suicide attacks, shootings, abductions, murders, the destruction of civilian property, and forced displacements are a daily reality for millions of Iraqis."

A 2006 opinion poll conducted in Iraq found that about 90 per cent of respondents believed that they had been better off before the invasion. About 70 per cent wanted coalition forces to leave the country.

Iraq's oil is worth hundreds of billions of dollars, but in 2008, factions inside and outside the country continued to struggle to control this resource.

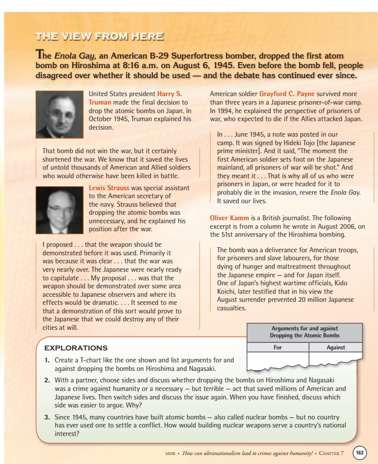
Figure 5-22 Scenes like these were common in Baghdad in 2007. In one street, children played soccer; in another, a car bomb killed five people and wounded 20 more.

EXPLORATIONS
1. Examine the timeline in Figure 5-21. Choose three events and explain whose national interests were involved in each.
2. Write a paragraph to explain how the developed world's need for oil created — and destroyed — Iraq.
3. Is pursuing the economic and security interests of one country an appropriate reason for that country to invade another country? Is there a right or wrong answer to this question? Explain your response.

122 Related Issue 2 • *Should nations pursue national interest?* • MHR

MHR • *How do national interest and foreign policy shape each other?* • Chapter 5 123

The View from Here
A one-page feature that provides an opportunity to deepen your understanding of an issue by exploring, analyzing, and evaluating what various people have written or said about it.


THE VIEW FROM HERE

The *Enola Gay*, an American B-29 Superfortress bomber, dropped the first atom bomb on Hiroshima at 8:16 a.m. on August 6, 1945. Even before the bomb fell, people disagreed over whether it should be used — and the debate has continued ever since.

United States president Harry S. Truman made the final decision to drop the atomic bombs on Japan. In October 1945, Truman explained his decision.

> That bomb did not win the war, but it certainly shortened the war. We know that it saved the lives of untold thousands of American and Allied soldiers who would otherwise have been killed in battle.

Lewis Strauss was special assistant to the American secretary of the navy. Strauss believed that dropping the atomic bombs was unnecessary, and he explained his position after the war.

> I proposed . . . that the weapon should be demonstrated before it was used. Primarily it was because it was clear . . . that the war was very nearly over. The Japanese were nearly ready to capitulate . . . My proposal . . . was that the weapon should be demonstrated over some area accessible to Japanese observers and where its effects would be dramatic. . . . It seemed to me that a demonstration of this sort would prove to the Japanese that we could destroy any of their cities at will.

American soldier Grayford C. Payne survived more than three years in a Japanese prisoner-of-war camp. In 1994, he explained the perspective of prisoners of war, who expected to die if the Allies attacked Japan.

> In . . . June 1945, a note was posted in our camp. It was signed by Hideki Tojo [the Japanese prime minister]. And it said, "The moment the first American soldier sets foot on the Japanese mainland, all prisoners of war will be shot." And they meant it . . . That is why all of us who were prisoners in Japan, or were headed for it to probably die in the invasion, revere the *Enola Gay.* It saved our lives.

Oliver Kamm is a British journalist. The following excerpt is from a column he wrote in August 2006, on the 51st anniversary of the Hiroshima bombing.

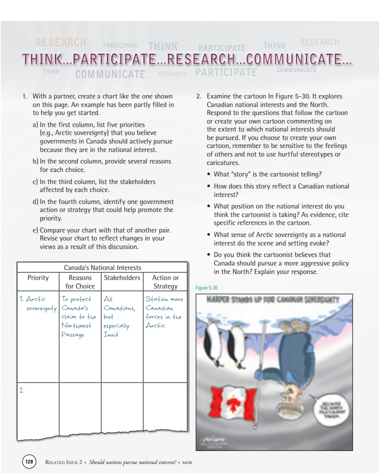
> The bomb was a deliverance for American troops, for prisoners and slave labourers, for those dying of hunger and maltreatment throughout the Japanese empire — and for Japan itself. One of Japan's highest wartime officials, Kido Koichi, later testified that in his view the August surrender prevented 20 million Japanese casualties.

Arguments for and against Dropping the Atomic Bombs	
For	Against

EXPLORATIONS
1. Create a T-chart like the one shown and list arguments for and against dropping the bombs on Hiroshima and Nagasaki.
2. With a partner, choose sides and discuss whether dropping the bombs on Hiroshima and Nagasaki was a crime against humanity or a necessary — but terrible — act that saved millions of American and Japanese lives. Then switch sides and discuss the issue again. When you have finished, discuss which side was easier to argue. Why?
3. Since 1945, many countries have built atomic bombs — also called nuclear bombs — but no country has ever used one to settle a conflict. How would building nuclear weapons serve a country's national interest?

MHR • *How can ultranationalism lead to crimes against humanity?* • Chapter 7 163

GeoReality
Presents geographic perspectives that focus on the connections between nationalism and human, economic, and physical geography. This feature helps you understand how conflict and co-operation shape — and are shaped by — geographic factors.


THINK...PARTICIPATE...RESEARCH...COMMUNICATE...

1. With a partner, create a chart like the one shown on this page. An example has been partly filled in to help you get started.
   a) In the first column, list five priorities (e.g., Arctic sovereignty) that you believe governments in Canada should actively pursue because they are in the national interest.
   b) In the second column, provide several reasons for each choice.
   c) In the third column, list the stakeholders affected by each choice.
   d) In the fourth column, identify one government action or strategy that could help promote the priority.
   e) Compare your chart with that of another pair. Revise your chart to reflect changes in your views as a result of this discussion.

Canada's National Interests			
Priority	Reasons for Choice	Stakeholders	Action or Strategy
1. Arctic sovereignty	To protect Canada's claim to the Northwest Passage	All Canadians, but especially Inuit	Station more Canadian forces in the Arctic
2.			

2. Examine the cartoon In Figure 5-30. It explores Canadian national interests and the North. Respond to the questions that follow the cartoon or create your own cartoon commenting on the extent to which national interests should be pursued. If you choose to create your own cartoon, remember to be sensitive to the feelings of others and not to use hurtful stereotypes or caricatures.
   - What "story" is the cartoonist telling?
   - How does this story reflect a Canadian national interest?
   - What position on the national interest do you think the cartoonist is taking? As evidence, cite specific references in the cartoon.
   - What sense of Arctic sovereignty as a national interest do the scene and setting evoke?
   - Do you think the cartoonist believes that Canada should pursue a more aggressive policy in the North? Explain your response.

Figure 5-30

128 Related Issue 2 • *Should nations pursue national interest?* • MHR

Think . . . Participate . . . Research . . . Communicate . . .
End-of-chapter activities that help reinforce skills and enhance your understanding of the issues as you explore, analyze, evaluate, and debate your responses. In many cases, they shine a different light on issues raised in the chapter.

Exploding Concept
Provides several ways of thinking about a concept, word, or phrase that appears in the chapter. The words are defined in the glossary.

PROLOGUE

Understanding Nationalism

Understanding Nationalism is built around a single key issue: To what extent should we embrace nationalism?

Before you decide how you will respond to this issue, you must understand what nationalism is. And as you progress through this course, you will discover that people have defined this term in various ways. These definitions often reveal people's opinions about whether nationalism is a positive or negative force in the world.

You will also come to understand how nationalism is linked to ideas about nation and identity and to recognize the forces that shape — and are shaped by — nationalism. In addition, you will explore, analyze, and evaluate aspects of internationalism, as well as ultranationalism.

As your understandings of nationalism and related concepts grow, you will develop your ideas about nationalism. These ideas will help you make a reasoned judgment in response to the key-issue question.

CheckForward >>>

You will explore ideas about nation and identity in Chapters 1 to 4.

Nationalism: The Word

The concept of nation is at the heart of any exploration of nationalism. "Nation" is a root word — and a root concept — from which many other words and concepts, including "nationalism," can be created. To do this, prefixes and suffixes are added. Prefixes come before words and suffixes come after.

Many of the words based on the root word "nation" are shown in Figure P-1. Examine this concept map and identify some of the prefixes (e.g., inter-) and suffixes (e.g., -al) that have been added to the word "nation." Explain how each prefix or suffix changes its meaning.

As you progress through this course, you will encounter many terms — like "nationalism" — that include the suffix "-ism." When you see this suffix, you know you are looking at a noun. This suffix often signals that the noun in question refers to an ideology — a system of ideas about how society should work (e.g., "colonialism," "feminism," "imperialism"). In the case of "nationalism," this suffix signals that this word is referring to an ideology about nation.

On the basis of your knowledge of the meaning of the prefixes "inter-," "ultra-" and "supra-" and the meaning of the suffix "-ism," predict the meaning of the words "internationalism," "ultranationalism," and "supranationalism." Keep your predictions in a journal, learning log, portfolio, or computer file so that you can refer to and refine them as you progress through this course.

Figure P-1 Nation and Related Words

What Is Nationalism?

As you learn more about nationalism, you are likely to find that your views on the key issue will change. To help you keep track of these changes, a brief activity titled "My Journal on Nationalism" begins every chapter. It asks you to note your current understandings of nationalism.

At the end of the course, you can use this record to trace how your thinking about nationalism has changed. This process will help you respond to the key-issue question, which is also the focus of the challenge for Related Issue 4.

Points of View* and Perspectives* on Nationalism

The word "nationalism" did not even exist in English till the mid-1800s — and people have been debating its meaning ever since. Just as people disagree on the meaning of "nationalism," they also disagree on when peoples began to feel a sense of nation and nationalism.

- Some people believe that the ideas of nation and nationalism have existed for as long as human beings, even if peoples did not use these words to describe the sense of belonging they felt.
- Other people believe that nations and nationalism have existed for a very long time. They say peoples have felt and expressed these ideas in different ways at different times. Some argue that these ideas were present in early societies, such as Ancient Greece and Rome.
- Still other people believe that ideas about nation and nationalism are quite recent. But even these people disagree on how recent. Some, for example, argue that current ideas about nationalism began in the 18th century with the American and French revolutions.

To develop a sense of the range of points of view and perspectives on "nationalism," scan the definitions in the margin of this page. How are they similar? How are they different? Why do you suppose the range is so broad? If you had to choose one of these definitions, which would you select? Explain the reasons for your judgment.

Think about your choice — and the reasons for your choice — when you write the first entry in your journal on nationalism. You will do this at the beginning of Chapter 1.

As you progress through this course and learn more about how you, your community, your country, and the world are affected by nationalism, you will encounter many more points of view and perspectives on nationalism. And you will also develop the skills that you need to draw your own conclusions about the extent to which you should embrace nationalism.

* Alberta Education has defined "point of view" as a view held by a single person. A "perspective" refers to the shared view of a group or collective. These usages are reflected in *Understanding Nationalism*.

Definitions of Nationalism

Oxford Canadian Dictionary
1 a patriotic feeling, principles, etc. **b** an extreme form of this. **2** a policy of national independence.

George Orwell in "Notes on Nationalism," 1945
[Nationalism is] the habit of identifying oneself with a single nation or other unit, placing it beyond good and evil and recognising no other duty than that of advancing its interests . . . Nationalism . . . is inseparable from the desire for power. The abiding purpose of every nationalist is to secure more power and more prestige, *not* for himself but for the nation or other unit in which he has chosen to sink his own individuality.

Ernest Gellner in *Nations and Nationalism*, 1983
Nationalism is a political principle which holds that the political and the national unit should be congruent [match].

Michael Ignatieff in *Blood and Belonging*, 1993
Nationalism is a doctrine which holds (1) that the world's peoples are divided into nations, (2) that these nations should have the right to self-determination, and (3) that full self-determination requires statehood.

Adrian Hastings in *The Construction of Nationhood: Ethnicity, Religion and Nationalism*, 1996
[Nationalism] arises chiefly where and when a particular ethnicity or nation feels itself threatened in regard to its own proper character, extent or importance, either by external attack or by the state system of which it has hitherto formed part; but nationalism can also be stoked up to fuel the expansionist imperialism of a powerful nation-state, though this is still likely to be done under the guise of an imagined threat or grievance.

Your Exploration of Nationalism

Understanding Nationalism gives you many opportunities to explore, analyze, and evaluate points of view and perspectives on nationalism. Your goal as you progress through the course is to use these points of view and perspectives to develop your response to the key-issue question: To what extent should we embrace nationalism?

Four related issues will help guide you as you explore, analyze, and evaluate possible responses to the key-issue question. Each related issue evolves from — and feeds into — the key-issue question.

Within each related issue, four chapters each focus on an issue that evolves from — and feeds into — the related-issue question. And within each chapter, inquiry questions guide your exploration, analysis, and evaluation of topics raised by the chapter-issue question, the related-issue question, and the key-issue question.

The diagram in Figure P-2 and the chart in Figure P-3 show the relationship between the issue and inquiry questions. To examine these questions in greater detail, turn to the table of contents.

Figure P-2 Opportunities to Explore Nationalism

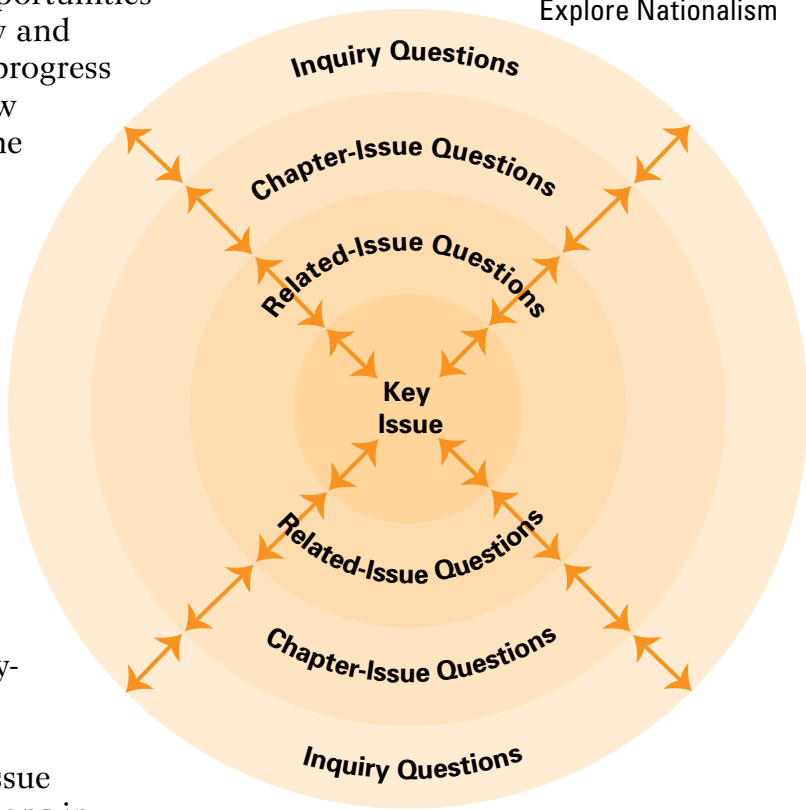
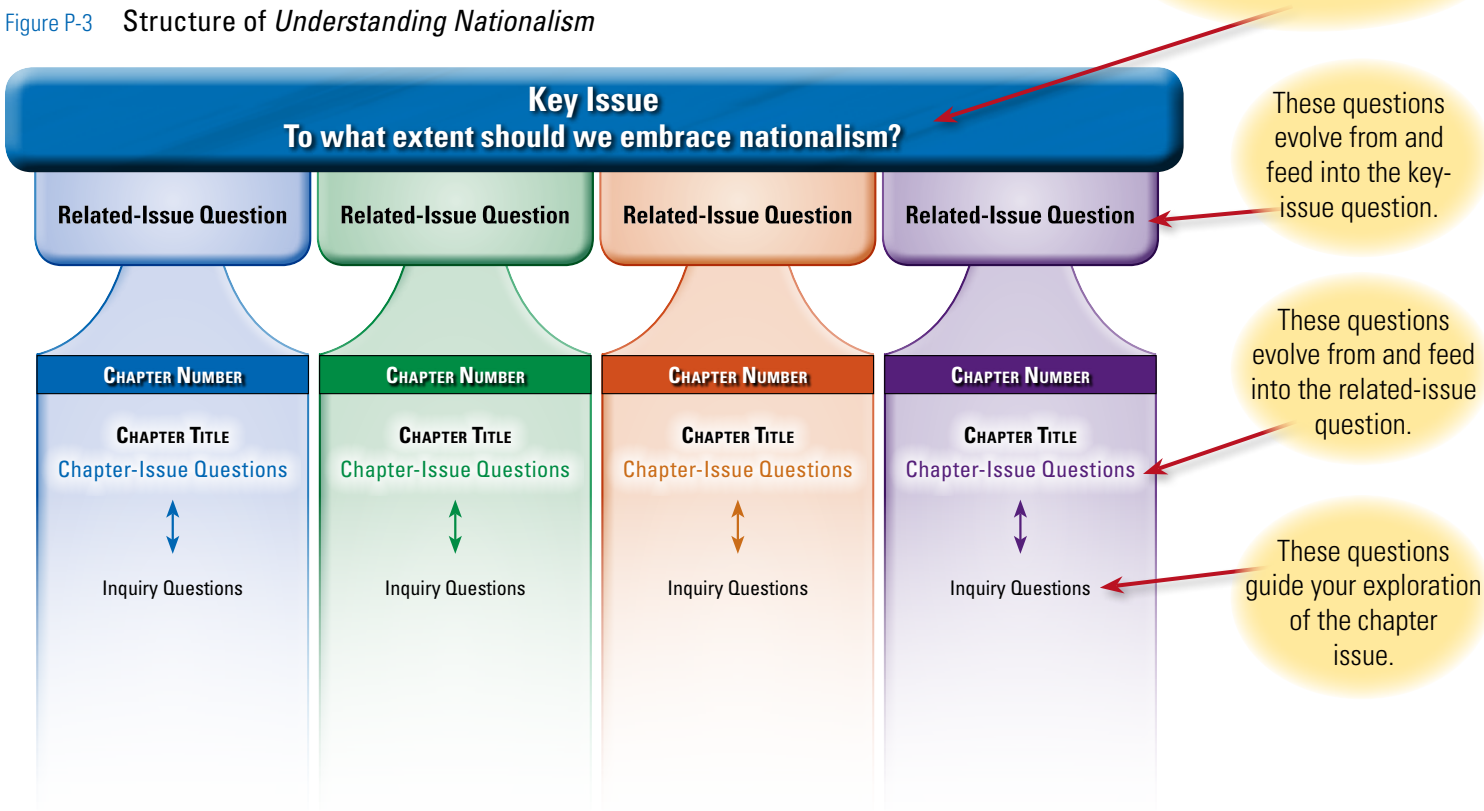


Figure P-3 Structure of *Understanding Nationalism*



What Is an Issue?

An issue is a question or situation about which thoughtful, well-informed, and well-meaning people may have various points of view and perspectives. People need to engage in honest and sincere dialogue over a response to — or solution for — an issue.

Some issues are dilemmas that require people to make a decision that involves responsible action. Most issues have no easy — or even correct — solutions, but a decision is still required.

An issue is more than simply a disagreement. People can disagree over whether they enjoyed a movie or which hockey team they support, but these disagreements are not issues. No decision, action, or change in policy is expected as a result.

Climate change, for example, is *not* an issue, though there may be disagreement over whether it exists. What to do about climate change *is* an issue because thoughtful people might arrive at different decisions and propose very different solutions. Some people say, for example, that all countries need to reduce pollution by cutting back on their use of coal and oil. Other people say that the developed countries — like Canada and the United States — must take the lead and reduce their pollution first. Issues like what to do about climate change are complex, so clarifying the issue question is very important.

To reach a decision about an issue, you need to

- gather information
- analyze various points of view and perspectives
- develop criteria for making judgments

This process requires you to consider your own and other people's values, beliefs, worldviews, past experiences, and expected outcomes.

Figure P-4 At the ceremony that opens the Olympics, members of national teams traditionally wear their country's uniform and march into the stadium as a group behind their country's flag. This photograph shows the Canadian Olympic team in 2004.

Elements of Issues

Understanding the elements of issues — and separating those elements into parts so that they can be analyzed — can help you understand the debate over issues. It can also help you develop a process for arriving at an informed judgment about ways of resolving issues.

Many issues involve a combination of the following elements.

Policy — What should individuals, organizations, groups, or governments do?

These questions involve taking action or making a change. They require you to think about solutions that are in the best interests of the community or society. Here is an example:

Should the federal government try to meet the targets set out in the Kyoto Protocol?

If the answer is yes, the government would make the change that is in the best interests of the broader community and develop a policy or pass a law to bring about the change.

Values — What is good or bad, right or wrong, more or less important or desirable?

These questions involve ethical and moral conduct or beliefs. They require you to think about value systems and ask, Why do I believe certain things? Here is an example:

Should violent video games be banned?

Answers to these questions provide a basis for improving the quality of life. Governments or groups would act in accordance with some general goals of society.

Definition — What is the meaning of a word or term?

These questions explore how language is used and how concepts are understood. They require you to think about how to classify or categorize ideas. Here is an example:

Does nationalism hold the best hope for global security?

Responses to questions like these may depend on how people define and understand terms. In the example, it may be important to define the terms "nationalism" and "security." The way terms are defined often dictates the action that is taken — or whether action is taken at all.

Fact — What is true or correct?

These questions concern the truth of a matter. They require you to examine and weigh evidence. Is the information correct? Here is an example:

Is extracting oil from the tar sands damaging the environment beyond repair?

These are difficult issues because they involve "facts." People may disagree over how to weigh various facts and which facts to accept or reject.

History — Was an action justified, or did an event have a positive outcome?

These questions examine the effects of past actions or events to inform future choices. They require you to judge — in context — decisions made in the past. Here is an example:

Should Canada and its allies have invaded Afghanistan?

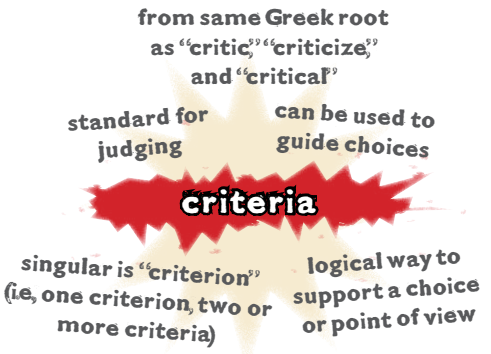
The way past events are interpreted often influences decisions being made in the present.

Figure P-5 At the closing ceremonies of the Olympic Games, the flags of all competing countries are carried into the stadium. Behind the flags, athletes from all countries mingle as they march into the stadium together. Think about this tradition and the one shown in Figure P-4 on the previous page. What statement do you think these Olympic traditions make about nationalism? What elements of issues are involved in this question?

Practise Identifying and Asking Issue Questions

With a partner, examine the following questions and classify the issue elements involved in each (e.g., policy or history). You do not need to answer the questions. Discuss whether any of the questions involve more than one issue element (e.g., both policy and history). Then, for each category, work together to create an issue question of your own. Each of your questions may include more than one issue element.

1. Is nationalism a positive or negative force in the world?
2. Was Pierre Trudeau's National Energy Program a power grab by Ottawa?
3. Is pursuing nationhood a legitimate goal?
4. Should Canada accept more immigrants to strengthen the economy?
5. Does the idea of nation matter in today's globalized world?



Critical Thinking

You are engaging in the process of critical thinking when — in response to issue questions — you weigh evidence, analyze points of view and perspectives, and evaluate the consequences of a decision. Critical thinking requires you to make reasoned judgments about issues by considering evidence and using clear **criteria** to guide your decisions.

An effective critical thinker

- considers all relevant evidence
- develops criteria for making reasoned judgments
- makes judgments on the basis of these criteria
- works on developing the character traits, or habits of mind (p. 8), that promote effective decision making

You make choices every day — at school, at home, with friends, and at work. You may, for example, need to decide whether to join an after-school activity, whether to support a friend in school elections, or how to plan your courses for the year.

Using criteria to guide your decisions will help you succeed in school. But the benefits of using criteria to guide your decisions go well beyond the social studies classroom. Developing effective criteria will ensure that you make the most effective choices when faced with challenges in all aspects of your life.

Choosing Criteria

When developing criteria to guide your judgments

- keep the number of criteria manageable: a minimum of two and a maximum of four
- be sure the criteria reflect only the most important or relevant considerations
- be prepared to alter your criteria if circumstances change (e.g., if new evidence comes to light or if an event changes your view)

What Criteria Would You Use?

The following cases are imaginary, but they will help you practise your skill at developing criteria to make reasoned judgments.

In the first case, two criteria are already filled in. You should choose at least one more criterion. In the second case, only one criterion is filled in. You should choose at least two more criteria. In each case, turn your criteria into questions.

CASE 1

Your school's environment club has brainstormed to create a list of worthy projects. Now, club members must choose one. The selected project should

- be achievable over the course of the school year (Can the project's goals be achieved over the course of the year?)
- be something that will draw a lot of student support (Will the project draw a lot of student support?)
-
-

CASE 2

Your friends and classmates have decided to nominate you for a position on your school's student government. You must decide whether to accept the nomination. Your decision depends on

- whether you can change the hours of your part-time job so that you can attend meetings (Can I change the hours of my part-time job so that I can attend meetings?)
-
-
-

Powerful Questions

Asking questions is a key element of learning — and powerful questions require more than a one-word or yes-or-no response. Powerful questions help you uncover trends, understand relationships, and recognize forces that contribute to continuity and bring about change.

Asking powerful questions helps you think critically and provides a focus for all research and inquiry. A powerful question requires a decision or judgment in response — and this decision or judgment should be based on clearly established criteria or evidence.

Powerful questions

- promote curiosity and creativity, and lead to more questions
- are open-ended — they do not have one correct answer and may even have no "correct" answer
- require answers that promote deeper understanding
- are thought-provoking, requiring you to make decisions and judgments that can be supported by evidence or criteria

Understanding Nationalism is built around powerful questions. The issue questions that make up the structure of this textbook are powerful questions. They set out the key course issue, each of the four related issues, and each chapter issue.

Powerful questions often begin with words and phrases like the following. Be careful, though. These words and phrases do not always mean that a question is powerful — and they are not the only words and phrases that can begin powerful questions. It is important to read the question carefully and decide whether it requires you to make a judgment in response.

- Which . . . (e.g., Which form of government is more effective — democracy or dictatorship?)
- What if . . . (e.g., What if John A. Macdonald had not pushed for a cross-country railway?)
- How . . . (e.g., How can a nation such as the Québécois exist within a nation-state such as Canada?)
- Why . . . (e.g., Why is Arctic sovereignty important?)
- Should . . . (e.g., Should the pace of development in the oil sands be slowed down?)
- To what extent (how much) . . . (e.g., To what extent has nationalism been a negative force in the world?)

Powerful Questions

When formulating powerful questions, think about the following:

What . . .

is worth knowing?

is uncertain?

is unclear and needs explanation?

requires exploration?

requires a decision or judgment?

leads to deeper understanding?

connects to other familiar events or developments?

incorporates existing knowledge?

sparks imagination? (e.g., What if . . . ?)

engages people's interest?

requires a shift in point of view or perspective?

makes people think?

requires people to express an informed opinion?

Practise Identifying and Asking Powerful Questions

As you progress through *Understanding Nationalism*, you will be asked to respond to powerful questions — and to develop powerful questions of your own. With a partner, discuss the following questions and decide which are powerful and which are not.

1. When did the Canadian government decide to join the North Atlantic Treaty Organization?
2. Why did Canada decide to join NATO?
3. Why should Canada continue to belong to NATO?
4. What is the most important benefit or drawback of Canada's membership in NATO?
5. To what extent does membership in NATO reduce Canadian sovereignty?

Now, choose a topic (e.g., participating in Earth Hour, bullying). Imagine that a speaker will visit your school to discuss this topic. Create three powerful questions to ask your guest.

Habits of Mind

Certain character traits — or habits of mind — promote critical thinking and effective decision making. Whether you are completing a social studies assignment or dealing with other challenges, these habits of mind can help you achieve success at school and in life.

I'm an active thinker.

I explore alternatives and consider their strengths and weaknesses.

I persevere. The first — or most obvious — solution is not always the best.

I resist pressure to adopt opinions just because they are popular.

I think about how I'm thinking about an issue.

I'm curious.

I do not take everything at face value. I investigate beyond the obvious.

I take time to think about things and explore unanswered questions.

I look for various sources of information and expert opinions.

I'm flexible.

I'm willing to change my tactics or approach.

I allow my beliefs to change until I have enough evidence to support a definite point of view.

I don't reject ideas just because they are contrary to my point of view.

I'm ready to compromise and take my thinking in new directions.

I'm open-minded.

I'm open to the views of others, especially when their views are different from my own.

I judge ideas on the basis of their strengths and weaknesses.

I identify and examine my own biases.

I explore beyond my personal interests and biases.

I'm empathetic.

I listen to and try to understand others' points of view.

I don't pass judgment until I've gathered enough information.

I'm aware of the effects of my actions on others.

I choose my words carefully and try to use respectful language.

I'm collaborative.

I'm willing to work with others to brainstorm and combine ideas.

I judge the message, not the messenger.

I'm prepared to give — and take — constructive feedback.

I make sure everyone has opportunities to contribute and share ideas.

I'm thoughtful.

I think before I act. I consider the consequences of various alternatives.

I think about my own thinking and examine my biases.

I set goals and understand what I'm trying to achieve. I try to visualize what success will look like.

I recognize that my success is not based on another's failure.

I'm respectful.

I listen carefully to others.

I'm aware of the limits of my knowledge and avoid claiming to know more than I do.

I judge ideas based on their strengths and weaknesses.

I understand that there are seldom single correct answers.

The Inquiry Process

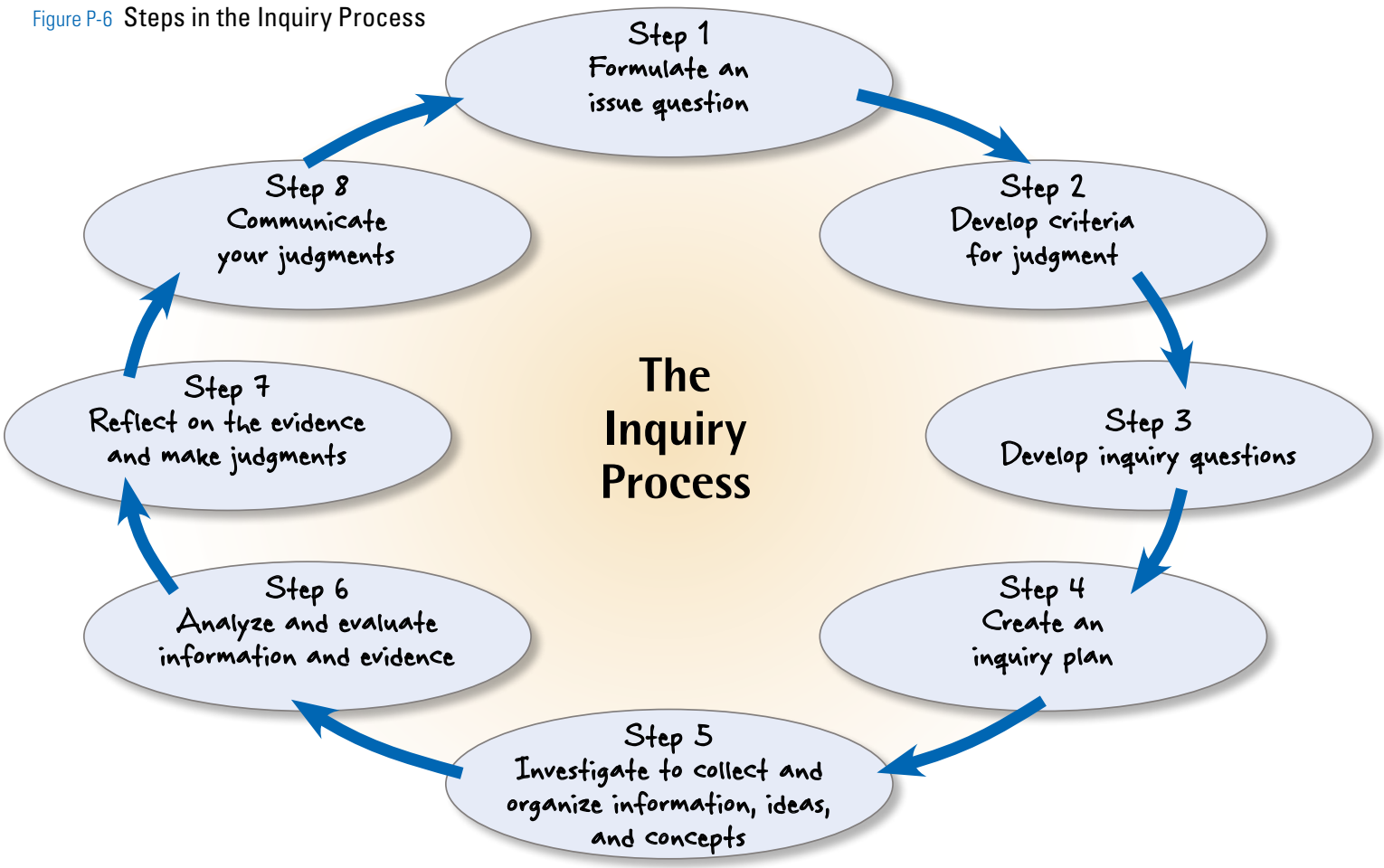
The key-issue question for this course — To what extent should we embrace nationalism? — is a powerful question that presents an issue. To gather the information necessary to respond thoughtfully to this question — and many others — you will need to engage in the inquiry process.

The inquiry process involves formulating an issue question, developing criteria for judgment, developing inquiry questions, creating an inquiry plan, investigating to collect and organize ideas and concepts, analyzing and evaluating information and evidence, reflecting on the evidence, making informed judgments based on clear criteria, and communicating these judgments. Variety and depth are the keys to this process.

As you engage in the inquiry process, you will come to understand that ideas and events that occurred in the past often contributed to present-day points of view and perspectives on nation and nationalism. And you will learn to analyze and evaluate how effectively these ideas and events contributed to both continuity and change.

Examine Figure P-6, which illustrates the inquiry process. Why do you think an arrow connects Step 8 to Step 1? What is the significance of this?

Figure P-6 Steps in the Inquiry Process



Steps in the Inquiry Process

As you go through the inquiry process, think about your thinking — to ensure that you are developing the habits of mind that will make you an effective critical thinker. The checklist on page 11 can help you do this.

Thoughtful reflection about your own thinking is an important part of the inquiry process. It helps you keep the central issue or challenge in mind as you conduct research, organize evidence, and draw conclusions. Reflection also helps you confirm your conclusions or revise your line of inquiry by asking new questions.

Step 1: Formulate an issue question

Begin the inquiry process with a powerful issue question that inspires you to build on your prior knowledge and gather and explore the information you need to develop a response. *Understanding Nationalism* is built around issue questions, but your teacher may also pose issue questions — or you may create your own (pp. 4–5).

Step 2: Develop criteria for judgment

Think about the issue question that is the focus of your inquiry. Draft three or four criteria (p. 6) you might use to guide the informed judgments you will make in response to the issue question. At this stage, be prepared to revise your criteria as you gather new information and follow new paths of inquiry.

Step 3: Develop inquiry questions

Examine and analyze the issue question. This analysis may give you your first inquiry questions.

Then explore a general source, such as *Understanding Nationalism* or an encyclopedia entry, to develop an overview of the issue. Think about what you have read. Create a list of inquiry questions to guide your investigation and help you gather the information and evidence you need to make an informed judgment in response to the issue question.

Step 4: Create an inquiry plan

Once you have developed your inquiry questions, decide where, when, and how you will conduct your inquiry. You may need to set a schedule for completing various parts of your exploration, and for deciding where and how you will conduct your research.

Step 5: Investigate to collect and organize concepts

Start your investigation. As you gather information and connect it to your prior knowledge, you will create new knowledge and new thoughts, ideas, and theories.

Keep a careful record of your sources so that you can refer to them and include them in an accurate and complete bibliography.

At this stage, you will also begin to think about the most effective way of communicating your learning to your audience.

Step 6: Analyze and evaluate information and evidence

Analyzing and evaluating information and evidence is a continuing process. As you gather information, keep track of ideas and concepts that relate most directly to the issue question and your criteria for judgment. Keep an open mind. If your analysis shows that you need to change tactics or direction, be prepared to refine or redirect your questions, clarify ideas, and revise your criteria.

Step 7: Reflect on the evidence and make judgments

Use your criteria and the evidence you have gathered to make informed judgments in response to the issue question. Be prepared to support your judgments with solid evidence.

Step 8: Communicate your judgments

Share your ideas and conclusions with your teacher and other students — and listen carefully as they share with you. This sharing will help you refine your ideas. It will also help you reflect on the process you followed to solve a problem and arrive at a judgment on an issue.

Critical-Thinking Checklist

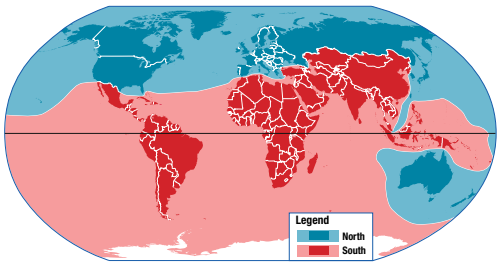
- ☑ Am I thinking actively?
  (e.g., Am I exploring alternatives and considering their strengths and weaknesses? Am I thinking about my thinking process?)
- ☑ Am I being curious?
  (e.g., Am I taking time to think about things and explore unanswered questions? Am I looking at various sources of information?)
- ☑ Am I being flexible?
  (e.g., Am I willing to change my tactics or approach? Am I willing to compromise and take my thinking in new directions?)
- ☑ Am I keeping an open mind?
  (e.g., Am I judging ideas on the basis of their strengths and weaknesses? Have I identified and examined my own biases?)
- ☑ Am I being collaborative?
  (e.g., Am I willing to work with others to brainstorm and combine ideas? Am I judging the message, not the messenger?)
- ☑ Am I being empathetic?
  (e.g., Am I listening to and trying to understand other people's points of view? Am I choosing my words carefully and trying to use respectful language?)
- ☑ Am I being respectful?
  (e.g., Am I listening carefully to other people? Do I understand that there are seldom simple correct answers?)
- ☑ Am I being thoughtful?
  (e.g., Do I think before I act? Do I recognize that my success is not based on another person's failure?)

Terms Used in *Understanding Nationalism*

As people have become sensitive to the power of language to reinforce negative stereotypes and to exclude individuals and groups, English has changed. Language has become more inclusive as people have come to recognize the importance of respecting diversity — and of showing this respect through their choice of words.

Developed and Developing, North and South

Figure P-7 The Global North and the Global South



Economists and others now use terms such as "developing country" to describe countries whose economies are not as strong as those of the wealthy democracies of North America and Europe. These wealthy democracies are often called "developed countries."

The term "global North" is also used to describe developed countries, while the "global South" is used to describe developing countries.

No firm guidelines exist for classifying a country as developed or developing. The map in Figure P-7, for example, shows the approximate division of the world into developed and developing countries.

Multiculturalism and Pluralism

You will encounter the terms **multiculturalism** and **pluralism** many times as you explore nationalism.

Multiculturalism is a belief, doctrine, or policy that embraces the idea of ethnic or cultural diversity and promotes a culturally pluralistic society.

Pluralism is a belief or doctrine that a society should reflect an inclusive approach that encourages diversity. It assumes that diversity is beneficial and that diverse groups, whether these are cultural, religious, spiritual, ideological, gender, linguistic, environmental, or philosophical, should enjoy autonomy.

Francophone References

Understanding Nationalism includes many references to Francophones — people whose first language is French. Canada is an officially bilingual country, as Francophone colonists were one of Canada's founding people. Though Québec is home to most Canadian Francophones, Canada's other provinces and three territories also have Francophone populations. Francophones may also have immigrated to Canada from other French-speaking countries, such as France, Haiti, Rwanda, Lebanon, and Sénégal.

Aboriginal References

When Europeans arrived in Canada, they often imposed their own names on the First Peoples they met. In Eastern Canada, for example, the French gave the name "Huron," an old French term for "boar's head," to the Ouendat. The term referred to the bristly hairstyles worn by Ouendat men.

Research Tip

When conducting research into Aboriginal peoples, be prepared to encounter various names and to check both alternative names and alternative spellings.

In recent years, many First Nations, Métis, and Inuit have reclaimed names derived from their own language and prefer to be known by these names. These are the terms used in *Understanding Nationalism*. Though considerable variation in spelling and usage continues to occur, the following chart provides a guide to many of these names. This list is not comprehensive.

First Nations, Métis, and Inuit Names			
Contemporary Name	**Alternative Names**	**Contemporary Name**	**Alternative Names**
A'aninin	Gros Ventre, White Clay People, Aaninen	Nakoda	Stoney, Assiniboine, Nakota
Aamskaapipikani	South Peigan, South Piikani, Blackfeet	Nakota	Assiniboine
Anishinabé or Saulteaux	Ojibway, Ojibwa, Anishinaabe, Anishnabe, Anishnabeg, Bungee	Nisga'a	Nishga, Nisga
		Netsilingmiut	Netsulik Inuit, Eskimo
Apsaroke	Crow	Nlaka'pamux	Thompson, Couteau
Asakiwaki	Sauk	Nuu-chah-nulth	Nootka
Baffinland Inuit	Eskimo	Nuxalk	Bella Coola
Cayuga	Cayuga	Odawa	Ottawa
Cree or Nehiyaw	Cris	Okanagan	Okanagan
Dakelh	Carrier	Oneida, Six Nations Confederacy	Oneida
Dakota	Sioux		
Dene Suliné	Chipewyan, Dene Souline, Denesuline	Onondaga, Six Nations Confederacy	Onondaga
Dené Tha'	Dene Dháa, Slavey		
Dunne-za	Beaver, South Slave	Ouendat	Huron
Gitxsan	Tsimshian, Gitksan	Oweekeno	Kwakiutl, Kwagiud, Kwakwawaw, Kwagiulth
Gwich'in	Loucheaux, Kutchin, Tukudh	Piikani	Peigan, Pikuni, North Peigan
Haida	Haida	Qairnirmiut	Caribou Inuit, Eskimo
Haisla	Kitimat	Secwepemc	Shuswap
Heiltsuk	Bella Bella	Sekani	Sekani
Innu	Montahfais, Montagnais-Naskapi	Seneca, Six Nations Confederacy	Seneca
Inuit	Eskimo		
Inuvialuit	Eskimo	Siksika, Blackfoot Confederacy	Blackfoot
Haudenosaunee	Iroquois		
Kainai	Blood	Stl'atl'imx	Lilloet
Kaska Dena	Kaska	Sylix	Lake Okanagan
Kichesiprini	Algonquin	Tagish	Tagish
Kitlinermiut	Copper Inuit, Eskimo	Tahltan	Tahltan
Ktunaxa	Kutenai, Kootenay	Thcho	Dogrib
Kwakwaka'wakw	Kwakiutl, Kwagiud, Kwakwawaw, Kwagiulth	Tlingit	Tlingit
		Tsilhqot'in	Chilcotin
Labrador Inuit	Sikumiut, Eskimo	Tsimshian	Tsimshian
Lakota	Sioux	Tsuu T'ina	Sarsi, Sarcee
Meshwahkihaki	Fox	Tuscarora, Six Nations Confederacy	Tuscarora
Métis	Half-breed, Country-born, Mixed-blood		
		Tutchone	Tuchone
Mi'kmaw (sing.) Mi'kmaq (pl.)	Micmac, Mi'maq, Micmaw	Ulliniwek	Illinois
		Wet'suwet'en	Babine Carrier
Mohawk	Mohawk	Woods Cree	Wood Cree, Woodland Cree